

**District 49 Teacher Induction Packet**

Educator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School/Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grades/Subjects Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lead Mentor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Overview**

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| **Induction Year** | **Mentoring Hours Required** | **Professional Development Hours Required** | **Observations Required** |
| **Year 1** | **30** | **30** | **4 (1 per quarter)** |
| **Year 2** | **15** | **15** | **2 (1 per semester)** |

**New in the 23/24 school year: Teachers in alternative licensure programs who do not have initial licenses in Colorado may record 8 building support hours to count towards Year 1 induction. Record hours below:**

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| **ALP Building Support Hours** | | | | | | |
| **Track hours spent with Mentor, Admin, PLCs, grade level and/or content teams below.** | | | | | | |
| **Building Support Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Total hours with Mentor** | | | | | |  |
| **Total Building Support Hours** | | | | | | /8 |

**Professional Development Hours Year 1**

Inductees are required to complete a minimum of **30 professional development hours** during year 1. Professional development activities must align with the educator’s professional learning plan and meet all zone/building and department requirements. A maximum of 8 hours of induction credit may be awarded per activity.

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| Focus Area/ Course Title | Date(s) | Types of Training (PLC, Conference, PD Day,etc.) | Contact Hours |
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| **Total Hours** | | |  |

**Year 1: Building Support Log**

**In Year 1, 15 of 30 building support hours must be spent with the building mentor.**

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| **July** | |
| * Tour Building (entrances, alarm codes, office, mailboxes, lounge, parking, introductions, key building personnel, teacher restrooms, library, music, gym, copy machine/code, location of shared curricular materials, etc.) * Review state standards, instructional framework, curriculum & curricular resources   + Access to curricular materials & resources   + Expectations for developing and submitting lesson plans * Review district and zone mission and vision; share building mission and vision * Review how to access Board of Education policies (mandatory reporting, health, safety, harassment, substance abuse, non-discrimination, and bullying) * First day expectations and schedule * Communication with stakeholders   + Expectations for parental/guardian communication     - How to make parent contact lists in email   + Website/ teacher pages | * Classroom rules, expectations and procedures for a positive learning environment * Share school-wide behavior philosophy and management program/protocols   + Discipline procedures/office referral * Attendance procedures * Discuss ways to set up the classroom for optimal learning * Emergency procedures * Bell schedules/Early dismissal/Late start schedules * Duty assignments * Team Planning Times/Meeting Times * PowerSchool- attendance and grades * Review individualized plans including IEP / 504/ ALP/ ELP / MTSS/ READ Plans- discuss accommodations and the importance of meeting the plan requirements * Staff handbook and professionalism * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Building Support Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Hours with Mentor** | | | | | |  |
| **Other Building Support Hours for July** | | | | | |  |

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| **August** | |
| * Staff leave/ guest teachers   + Requesting a guest teacher in Aesop   + Personal day approval procedures   + Guest teacher lesson plan expectations & emergency sub plans * Assessment   + Benchmark procedures, dates, and materials   + Review initial benchmark results * Online platforms: (i.e. Enrich, Acadience, mClass, Schoology, etc.)   + Other platforms: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Homework policy/absence policy/ grading procedures & policies * Evaluation   + Discuss, clarify, and answer questions regarding the evaluation process (following annual admin evaluation orientation)   + Support with self-assessment and goal setting process   + Support with Student Learning Outcomes (SLOs) * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Building Support Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Building Support Hours for August** | | | | | |  |

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| **September** | |
| * Using assessment data to drive instruction * MTSS Plans   + MTSS Procedures   + Progress monitoring   + Communication with parents * READ Plans (K-3)   + Review READ Act Handbook   + Progress monitoring SRD students   + Update/create READ/MTSS Plans   + Communication with parents * Field Trips   + Procedures & expectations   + Permission slips   + Medication | * Communicating student progress with parents (progress reports, report cards, grading expectations, parent-teacher conferences, student work samples, etc.) * Review emergency procedures * Ongoing discussions of instruction, teaching strategies, classroom management * Discuss mentee’s primary concerns/issues * Schedule Observation #1 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Complete observation section below) * Schedule observation debrief between mentor/mentee * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Building Support Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Building Support Hours for September** | | | | | |  |

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| **October** | |
| * Reflect on student achievement & growth   + Ensure accommodations are being documented (IEP, 504, ELL)   + Ensure MTSS and READ plans are being followed with fidelity and progress monitoring is occurring on a consistent basis   + Share tips on addressing concerns with parents   + Reflect on student behavior & learning environment     - Discuss concerns/issues | * Reflect on parent/teacher conferences   + Discuss preparation for formal evaluations/observations   + Check Aha Network for upcoming learning opportunities   + Self-care reflection * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Building Support Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Building Support Hours for October** | | | | | |  |

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| **November/December** | |
| * Assessment   + MOY Benchmark procedures, dates, and materials   + Review MOY benchmark results and set growth goals for the coming semester   + Acadience Benchmarks * Review and update READ plans (PLC) * Semester grading/ finals   + Report cards   + Process for finals or summative assessments   + Dealing with missing assignments   + PowerSchool * Preview the end of semester activities/holiday activities | * Reflect on student behavior and classroom learning environment   + Strategies to maintain positive classroom culture * Discuss planning for second semester * Review mid-year evaluation process and reflect on progress towards goals * Complete Observation #1 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Complete observation section below) * Schedule observation debrief between mentor/mentee * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Building Support Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Building Support Hours for November/ December** | | | | | |  |

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| **January** | |
| * Review pacing calendar/ curriculum maps/ unit plans for the coming semester   + Student outcomes (formative and summative assessments)   + [Discuss pacing of standards](https://www.cde.state.co.us/apps/standards/) * Discuss how to help students set goals for the coming semester * Review professional goals and personal goals for self-care | * Discuss CMAS format and ways to prepare students * Check Aha network for upcoming courses and learning opportunities * Reflect on mentoring hours and professional development hours to remain on track to complete induction requirements * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Building Support Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Building Support Hours for January** | | | | | |  |

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| **February/March** | |
| * Communicating student progress with parents (progress reports, report cards, grading expectations, parent-teacher conferences, student work samples, READ plan progress, etc.) * Discuss goals and progress in professional development * Discuss questions for proctoring state assessment and the adjusted schedule | * Self-care reflection * Complete Observation #3 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Complete observation section below) * Schedule observation debrief between mentor/mentee * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Building Support Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Building Support Hours for February/ March** | | | | | |  |

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| **April/May** | |
| Evaluation   * + Discuss, clarify, and answer questions regarding the EOY evaluation process   + Reflect on progress towards goals   + Review Student Learning Outcomes (SLOs) * Reflect on evidence of student achievement & growth   + EOY Benchmark procedures, dates, and materials   + Ensure accommodations are being documented (IEP, 504, ELL)   + Ensure MTSS and READ plans are being followed with fidelity and progress monitoring is occurring on a consistent basis   + Reporting progress to parents * Discuss end of year events happening in May | * End of Year Procedures   + Check out procedures   + Expectations for summer room clean out   + Ordering for next year * Reflection on the year--what worked; what didn't * Check Aha Network for summer professional development opportunities * Complete Observation #4 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Complete observation section below) * Schedule observation debrief between mentor/mentee * Discuss preparation for EOY induction meeting * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Mentoring Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Building Support for April/ May** | | | | | |  |
| **Total Building Support Hours for Year 1** | | | | | |  |
| **Total Hours Spent with Mentor Year 1 (Must equal at least 15 hours)** | | | | | |  |

**Peer Observations Year 1**

At least one observation is required each quarter. During the first year of induction four peer observations are required. These observations should occur at least quarterly throughout the school year. Observations may include the mentor observing the inductee to provide meaningful non-evaluative feedback, or the inductee observing the mentor or other accomplished teachers / instructional coaches in the district with guidance from the lead mentor and building administration. Observations should be scheduled to align with inductee needs and building priorities. Individualized Education and Specialist staff (Music, Art, PE, etc.) may observe or be observed by colleagues in another District 49 school. This decision should be made with input from the lead mentor and building administration. During the second year of induction two observations (one per semester) are required.

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| **Quarter** | **Date** | **Time** | **Location** | **Who/What was observed** |
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| 4 |  |  |  |  |

**Lead Mentor / Inductee Meetings Year 1**

A check-in meeting with the lead mentor and inductee is required at least once per semester.

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| --- | --- | --- | --- | --- |
| Semester | Date | Time | Topic | Lead Mentor Signature |
| 1 |  |  |  |  |
| 2 |  |  |  |  |

**Year 2 Log**

**Professional Development Hours Year 2**

Inductees are required to complete a minimum of 15 professional development hours during year 2.

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| Focus Area/ Course Title | Date(s) | Types of Training (PLC, Conference, PD Day, etc.) | Contact Hours |
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| **Total Hours** | | |  |

**Year 2 Building Support Log**

Inductees are required to complete a minimum of 15 building support hours during year 2.

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| **Date** | **Time** | **Topics Discussed** | **List Building Support:**  **Admin, mentor, PLC, Grade Level Team, Content Team** | **Hours** |
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| **Total Mentoring Hours for Year 2** | | |  |  |

**Peer Observations Year 2**

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| **Semester** | **Date** | **Time** | **Location** | **Who/What was observed** |
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**Lead Mentor / Inductee Meetings Year 2**

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| --- | --- | --- | --- | --- |
| **Semester** | **Date** | **Time** | **Topic** | **Lead Mentor Signature** |
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| 2 |  |  |  |  |

**Induction Verification Form**

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| ***Induction Requirements:*** *This section to be completed by the professional learning team during induction end of year meetings.* | Year 1 | Year 2 | Questions/Areas for Additional Support |
| Inductee has completed minimum requirements for professional development |  |  |  |
| Inductee has completed minimum mentoring requirements |  |  |  |
| Inductee has completed the required peer-observations |  |  |  |
| Inductee has successfully completed all induction requirements |  |  |  |

*The inductee has successfully completed at least 2-years of teaching in District 49 and is recommended to complete the induction program.*

\_\_\_\_\_\_ \_\_\_\_\_\_

YES NO

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Inductee Signature Lead Mentor Signature

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Date Principal Signature

*Signatures indicate that the educator has completed the requirements of the district induction program. There is no evaluation of inductees “Educator Effectiveness Rating” either stated or implied.*